

## **Unit 6/Lesson 28**

**Lesson Title:** Lewis and Clark: Packing for the Expedition

### **Short Term Goals:**

Estimate the number and types of supplies that would be needed for a trans-continental expedition.

Compare and contrast their estimates with the actual supply list used by Meriwether Lewis.

### **SLE's:**

**H.6.3.9** Identify ways in which technology has changed the world (e.g., computers, fax machines, cell phones)

**G.1.3.3** Discuss the characteristics that define a region

**G.1.3.4** Identify on which continent and in which hemispheres the United States is located

**G.1.3.11** Explain the purpose of a physical map

**G.1.3.12** Utilize the map legend/key to interpret physical maps

**H.6.3.8** Compare artifacts from events in various periods of history

**H.6.3.15** Identify the modes of transportation in westward movement (e.g., wagons, horses, railroads)

**H.6.3.17** Identify the factors leading to the purchase of Louisiana (ex. Conflict among Spain, France, the United States over the Mississippi River)

**H.6.3.18** Recognize that Arkansas was part of the Louisiana Purchase (ex. Conflict between Native Americans and settlers due to westward expansion)

**E.7.3.1** Determine that people make *trade offs* to get the most benefit from scarce resources

### **Common Core Standards:**

**CCRI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCRI.3.2** Determine the main idea of a text; recount the key details, and explain how they support the main idea.

**CCRI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**CCRI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**CCRI.3.5** Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**CCRI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

**CCW.3.1a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**CCW.3.1b** Provide reasons that support the opinion.

**CCW.3.1c** Use linking words and phrases to connect opinion and reasons.

**CCW.3.1d** Provide a concluding statement or section.

**CCW.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CCW.3.6** With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

**CCRI.3.7** Conduct short research projects that build knowledge about a topic.

**CCSL.3.1c** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**CCSL.3.1d** Explain their own ideas and understanding in light of the discussion.

**CCSL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.

**CCSL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Short Term Goal:** Investigate why people are motivated to explore new worlds and how it impacts our society.

**Materials:**

Computers with Internet access

Graph paper and/or computers with graphing software such as Excel

Learning Logs

Internet Resources:

<https://www.youtube.com/watch?v=9pboKxz4y5s> Lewis and Clark in a Box: artifacts

<https://www.youtube.com/watch?v=8eqGmM6ze2s> Lewis and Clark RAP

<https://www.youtube.com/watch?v=xQoae-LCkio> Louisiana Purchase Good pics of keelboat

[http://www.pbs.org/lewisandclark/inside/idx\\_equ.html](http://www.pbs.org/lewisandclark/inside/idx_equ.html) Supplies list found here

<https://www.youtube.com/watch?v=bvZCE34e2IM> keelboat replica

<http://www.beaconlearningcenter.com/weblessons/kindsofgraphs/default.htm> Types of graphs

### **Direct Explanation/Model:**

**What:** We will estimate the number and types of supplies that would be needed for a trans-continental expedition. We'll compare and contrast our estimates with the actual supply list used by Meriwether Lewis

**Why:** We will see first-hand what supplies were necessary for a successful expedition.

**How:** We will predict what supplies we think were necessary for the expedition and compare it to what was actually packed.

### **Guided Practice:**

First the instructor will work with students to measure a space the size of the keelboat (55 feet long by 8 feet wide). Mark this area on the floor or in some manner so that students can see it and have a frame of reference for the size of the boat.

Then discuss after viewing and be sure students understand what the goals of the expedition were. Review with students the number of people in the expedition, the land mass they were to explore, and the amount of time it was estimated they would be gone.

Have students work in cooperative groups to brainstorm a list of supplies the Corps of Discovery would have needed for their trans-continental expedition.

Instruct each group to divide the list into items they would have to transport and items which could be obtained along the way.

Each group should narrow the supplies they would have to transport down to the 10 items they feel are the most important. Encourage groups to keep in mind the dimensions of the keelboat. Realistically, what supplies could be transported safely? Groups should be prepared to defend/justify the reasoning behind their selections.

Each student should develop a graph that is a visual representation of the items their group chose to bring along with the estimated quantity of each item. Discuss types of graphs using the website in the materials list. Students could create bar or circle graphs to describe their estimates. In addition to the graph, each student should write a justification for why the item was included on the graph and how the group arrived at the estimated quantity of each item.

Have groups compare their list to the list of supplies collected by Meriwether Lewis.

Discuss why Meriwether Lewis chose the things he did for the expedition.

**Assessment/Evaluation:**

In their learning logs the students will write a 1-2 paragraph response about which three items they believe would be most important for the expedition and why.